Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period \_\_\_\_\_\_\_\_\_\_\_\_\_

EGE Non-Fiction Reading Rubric

**Reading for All Purposes**: Students demonstrate comprehension of a variety of informational, literary, and persuasive texts.

**Writing and Composition**: Students write with a clear focus, coherent organization, sufficient elaboration, and detail; students can apply standard English conventions to effectively communicate with written language.

Your written response to a non-fiction reading will be evaluated using the following rubric:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Rubric Category** | **Exceeds Standards** | **Meets Standards** | **Approaching Standards** | **Below Standards** |
| Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  (CCSS: RI. 9-10.2)  Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).  (CCSS: RI. 9-10.5) | Student has a sophisticated and accurate understanding of the central idea of the text.  Student effectively analyzes how the author develops the ideas or claims using specific moments in the text. | Student has an accurate understanding of the central idea of the text.  Student analyzes how the author develops the ideas or claims over the course of the text. | Student has an incomplete understanding of the central idea of the text.  Student inaccurately analyzes how the author develops the ideas or claims over the course of the text. | Student does not understand the central idea of the text.  Student is unable to analyze how the author develops the ideas or claims over the course of the text. |
| Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  (CCSS: W.9-10.1) | Student includes a precise, knowledgeable claim and supplies the most relevant evidence to support his/her claim. | Student includes a knowledgeable claim and supplies relevant evidence to support his/her claim. | Student includes an unsupportable or underdeveloped claim that lacks relevant evidence. | Student does not include a claim or evidence. |
| Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  (CCSS: L.9-10.2) | There are no errors in grammar, mechanics or spelling. Use of grammar enhances the flow of the piece. | Minimal errors in grammar, mechanics or spelling do not detract from the work. | Errors in grammar, mechanics or spelling detract from the work. | There are “no excuse” errors **such as** misspelling their/they’re/there, you’re/your (or other common homophones), misuse of then/than, placing a period or a comma outside of quotations, or a variety of other offenses. |

Comments: